

NOTRE DAME STUDENT SENATE

Executive Summary

DATE: 19 MARCH 2014

Notre Dame Room, LaFortune

I. Opening Business

- a. Nancy Joyce called the meeting to order at 6:00 *p.m.*
- b. TOM ROGERS led the invocation.
- c. 9 were absent; 1 were late.
- d. Nancy Joyce entertained any motions to change the 5 MARCH 2014 executive summary. *The 5 MARCH 2014 executive summary was approved at 6:03 p.m.*

II. Officer Reports

- a. Mr. Alex Coccia, Student Body President
 - i. None
- b. Ms. Nancy Joyce, Student Body Vice President
 - i. Next senate will be a celebration.
- c. Mr. Juan Rangel, Chief of Staff
 - i. None

III. General Orders

- a. Ms. Erin Hoffman-Harding, Vice President for Student Affairs
 - i. She is here to share the Diversity Report Summary and Proposal
 - ii. Student Affairs
 1. Some of the things that this office deals with are residential life, Student Development, Student Services such as St. Liam's and title nine, the career center, and Campus Ministry.
 - iii. Strategic Plan
 1. One objective of this is the Spirit of Inclusion
 - a. This describes aspirations for the student community
 - b. Coming from Catholic Faith and tradition, we would like to welcome everyone and that our community is one regardless of faith or background of students.
 - c. Seniors are asked to complete a survey, and results of this caused this office to take another look.
 - i. None of the students were satisfied with the level of diversity on campus in comparison to peer institution
 - ii. The satisfaction with climate for minorities on campus also fell below peer institutions data.
 - iii. This data was concerning, and they asked why.
 1. Matt Storin was asked to help with this. He was the editor of the Boston Globe, and he has been a faculty member of the university. She asked him to go around and

talk to as many students, faculty, and staff to see how we can be better as a university. He interviewed 100 students, over 50 faculty and alumni, and did benchmarking with peer institutions.

a. The hypotheses were confirmed.

- i. Our campus does value diversity and are enthusiastic about it. He did not find any evidence of bad intent.
 - ii. But, not everything is perfect. We have not yet solved how to be diverse and inclusive. Sometimes insensitive things are said by faculty, staff and students. They are microaggressions, and that was the dominant theme. These are small things over time.
 - iii. These are things that only happen in the residence hall or classroom but across the board.
 - iv. People like her actually make a difference. She came from a very small town with no stop lights, and she needed a role model. Our ability to have role models that you feel as if you can go to is important.
 - v. Nothing is more important than the first impression, which is orientation.
 - vi. We learned from international students that some things can be distinct and different.
 - vii. There was also a tricky question about getting to know other students with similar backgrounds and broadening your reach and
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your scope. A piece of both is important, but the balance for how integrated we were isn't what we want to be as an institution

- b. She found new interests
 - i. Some students did not have a high level of interest in diversity. They thought it was great, but something they were looking at
 - ii. They heard overwhelmingly that religious tradition was a positive. Non catholic students feel welcome here
 - iii. Socioeconomic status. In 1999, the university has been able to fund 100 percent aid. They have heard from students that thinking more thoughtfully about how the division can make this university more accessible.
 - iv. The type of high school you come from makes a difference as to whether or not you can adjust immediately.
 - v. Some students said that notre dame sees that diversity is a goal not a value. However, it is an imperative of our mission in order to prepare the students for the world.

2. Questions and reactions

- a. Alex Coccia knows that there was a presentation with all of the students that Matt talked with. How did this go?
 - i. It went quite well. The students thought everything was very consistent. They had many thoughtful suggestions about the recommendations.

3. Four groups of things that can be done.

- a. In context, Fr. Jenkins put together a group to work on diversity of students, faculty, and staff.
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- i. She has shared these recommendations with them, and they are also working on their own set of recommendations.
 - b. These are student affairs specific
 - i. Group 1: Improve presence and readiness of division staff to serve a diverse student body.
 - 1. They will be doing training with cultural competency to see the best way to work with us. They are also working with how they hire.
 - ii. Group 2: Augment MSPS services for targeted programs across Division of Student Affairs
 - 1. They heard in the study that there is wonderful work going on there, however there is more that she can do across the division that can benefit diversity across the university.
 - 2. They are going to take a serious look at First year orientation. If you have any feedback, please share it with osa@nd.edu .
 - a. They are going through a two year process to improve orientation.
 - 3. The students suggested the speakup.nd.edu as another avenue to work with students. This will come up by the end of the academic year.
 - iii. Group 3: Create a comprehensive, cohesive system for supporting students with high socioeconomic need
 - 1. They have been benchmarking with colleges and universities such as BC. BC has a wonderful program.
 - 2. We currently have rector funds, and student government is currently looking at that.
 - a. This is funded by The Shirt.
 - b. We want to look at whether or not we are spending the dollars on the right things and whether there is enough money in the fund.
 - 3. They looked at breaks. In analyzing who stays on breaks, many of them are those with high financial need. They are looking at how to meet those needs.
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- iv. Group 4: Demonstrate visible commitment to diversity through communication, facilities, and measurement of programs.
 - 1. We are looking to see how we represent diversity as a university. It is very apparent that we are Catholic, but what about diversity? Every one of us is diverse in different ways, and how do we see that?
 - 2. The LaFortune master planning project: If we are lucky enough to get a second student center that LaFun could have some sort of area welcomed and encouraged for all students but to be supported by certain offices. You all are second floor dwellers, but most students do not trickle up unless you are involved in leadership, but that is where these offices are.
 - 3. Hall diversity statements: This group looked into this. The rectors were extremely enthusiastic about this. We are waiting on this because we are looking for a visible symbol, such as a piece of art, to go with the statement. We are currently looking at the prayer cards that were printed for Fr. Jenkins's inauguration card, which were pictures of Catholicism around the world.
 - 4. There is also the pastoral plan for LGBTQ students. Part of this is an advisory committee in the student affairs office. She would like to create this same kind of feedback with diversity to have additional feedback with minorities and socioeconomic groups.
 - 4. She hopes that we hear how important this issue is in student affairs. No plan is ever complete or comprehensive, so all feedback is welcome.
 - 5. Second set of questions and reactions
 - a. Rohan Andresen is kind of confused that we do not want to approach this as a goal, but a lot of these plans seem to approach it as a goal. He is not sure as to how to do this with these plans. He comes from a very high diversity high school. They did not have anything that pushed diversity onto them, but how students interacted was through the drama department, sports, and things where students did
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what they wanted to do and regardless of race or sexual orientation fulfilling their passions. In a lot of things, students have issues going through SAO. Maybe another issue would be to give students more freedom to do what they want, and the diversity will come naturally.

- i. Thank you for the comment. What she would say in response is that you cannot force feed anything. This is a reflection on how they can contribute as a department. You do not see a variety of programs, but we are not there yet as a community. The result your high school had we do not have yet. If there are helpful things, we welcome hearing them.
 - b. Carolina Wilson has friends that are international students. They have their own day during orientation, which they enjoy, but they could miss bonding with other students.
 - i. Yes, both of these came up. Orientation is something that they are very much looking into. What students want to do is set up their room and meet people, and we need to recognize that as well.
 - c. Cristin Pacifico really likes the phrase Spirit of Inclusion, and thinks that it trumps the term diversity. The term diversity is thrown around quite a bit, and this is a better way of phrasing it. This sounds more like a value that you can internalize.
 - i. Thank you very much, this came when she was a student here.
 - d. Dottie Schlueter was curious about the students who thought diversity was important but they were not really interested. She would like to know their reaction.
 - i. This was tricky. There are better ways that the university can model it upon arrival. But, what you do not hear her saying is that everyone needs to go to a certain program or speaker, because this will not win your hearts. They are looking for creative ways. Fr. John asked the same question. One response is in the world today as a Catholic university, it is our job to welcome all and is a moral obligation. Secondly, this will prepare everyone well for the world. It is a great educational piece for students.
 - e. Kyle McCaffery asked what she saw as a way to approach MSPS and PrismND becoming niche groups, which aren't
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places where the entire student body gathers and only are with specific groups and how these become a home away from the communities.

- i. She thinks that having different ways to connect and small groups are not a bad thing. It becomes a problem if you only interact within a small group. It does provide a good sense of community. There is a spectrum. What we do not do enough is bring the strength of other student groups. For example, MLK day. Every year there is a mass in main building, and students plan a dinner with discussions. What her issue is it is a very very small group of students. The first picture you can see in LaFun is Fr. Hesburgh with MLK. How can we rethink this day for everyone to come together on this day? Fr. John asked to think of some ideas to make this a broad event. He wouldn't want to take away the strength of this, but she would like for other students to be involved.

- iv. She thanked the senate for their time and attention and welcomed any questions or comments from them in the future.

1. The summary of these recommendations were passed out.

b. Student Union Board Executive Board Approvals

- i. Directors of Programming
- ii. Director of Art
- iii. Director of Operations
- iv. Director of Finance
- v. Director of Publicity
- vi. Michael Lindt Motioned to vote

1. All of the new members were unanimously approved.

c. Resolution SS1314-21

- i. This was presented by Danny Colston, Director of Internal Affairs
 1. Any amendment to the Constitution from Cabinet must go through Internal Affairs. Part of the role of this department is to go through amendments and to consider the effect on the Constitution. This is to ensure due diligence. This also will allow for the appropriate discussions to be had. 72 hours allows a full day prior to the dissemination of the agenda for time to go through and analyze this.
 2. Toni Schreier asked about an emergency situation. Would this skip this step?
 - a. This pertains to only the executive cabinet. Senators may still come up with resolutions and this is covered in the emergency clause.

3. Carolina Wilson asked under what circumstances would be able to nix a resolution?
 - a. Nixing could happen, but the main thing is that there are complexities within the document and changing one thing could cause a cascading event. This is to make sure that all ducks are in a row.
 4. Rohan A. asked that the only reason to nix would be if something caused a serious problem?
 - a. Yes, this would just be to ensure that everything was taken care of. It would be hard to make a constitutional amendment that violates the constitution.
 - i. Nancy J. said that this also would be an amendment to the constitution. The Boston Bombing, for example, does not fall within this.
 - ii. Danny said if something is very important, it will take more discussion. The Boston Bombing shouldn't take a lot of discussion, however electoral reform should have discussion.
 5. Michael Masi thinks that having the director of internal affairs is essential to this process of resolutions and amendments. He has worked with this for over 3 years. This will make a very sound process. He has seen amendments take an entire semester to formulate.
 6. Rohan A. motioned to vote.
 - a. This amendment passed unanimously.
- d. Resolution SS1314-22
- i. Alex C. and Juan Rangel presented this resolution as well as the background information that led to this resolution.
 1. This amendment has been intended for a while. Discrimination clauses do matter. On a micro level, student government needs to make sure that students feel welcome on campus. On a macro level, this is an affirmative statement.
 2. The terms that are being added are "race", "sex", "gender identity", "disability", and "documentation status".
 - a. These terms were explained to the senate.
 3. This matters with the work that has been done with Prism and documentation status during the past year.
 - a. One of the things that came out of the pastoral report was that we are not serving the needs of transgender students.
 - b. Documentation status fits in with Catholic Social teaching.
 - i. We would like all students to feel welcome here.
 - ii. Michael Masi asked why necessarily as to why disability instead of the word ability?
 1. Alex C. said that yes ability could work to.
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- a. Michael M. asked if we should also add geographical and off campus? He thinks were are adding quite a bit, and why not just say to not discriminate against anyone? He would like to ask at what point to we stop specifying? He asks are we missing something by focusing on these?
 - i. Historically, the statement of we don't discriminate is not affirming. ~~He~~ ^{Alex} isn't going to look at this as a straight white male. As to someone who wants to see where their student body stands with them, wording matters. For those who want to see that they are included, it means the world.
- b. Rohan A. would like to second Michael. He sees this as divisive. There will still be things that are discriminations that are not listed; and what instances happened?
 - i. Alex C. referred to the instance he just explained at Texas A and M.
- c. Danny C. brought up that any discrimination of any kind is still in there in the constitution, so you cannot discriminate.
- d. Cristin P. asked if there was one word that could encompass sex, gender, and gender identity?
 - i. No.
- e. Bob Pak asked where does it forbid all other discrimination?
 - i. The last sentence.
- f. Michael M. would like to know if there are precedence anywhere else in nondiscrimination clauses?
 - i. Yes, there are a lot.
- g. Rohan A. asked if the statement that Erin should would be changed?
 - i. No, they are not linked.
- h. Katie McCarty motioned to present the resolution.
- i. Discussion was opened.
- j. Michael M. suggested to change disability to ability.
- k. Stephen Scobee motioned to amend it to say ability instead of disability.
 - i. This amendment was approved.
- l. Dottie Schlueter asked if socioeconomic was the same as social and economic?
 - i. Yes.
 - ii. Dottie Schlueter would like it to say this instead of social or economic.
 - 1. Rohan A. motioned to change it to socioeconomic status. Dottie S. seconded.

- a. This was approved.
- m. Stephen S. does not see a reason for the word unjust to be in there.
 - i. Dottie S. would like to keep this word in there.
 - ii. Rohan A. would like to agree with Scobee. Something where students think discrimination was just is not correct. It allows people to think some discrimination to be just.
 - iii. Kyle M. thinks that it should stay in there, for situations like single sex dorms to discriminate between this person is male and this person is female for parietals.
 - 1. Sarah Senseman says that this wording is actually coming from Catholic Social teaching.
- n. Danny Colston asked if we should add marital status and pregnancy
- o. Tom R. motioned to table this resolution. Rohan A. seconded
 - i. This amendment was tabled. This means that we have this next week.

IV. New Business

- a. Phil Kreps heard that they are trying to take away Zahm's common rooms and wants to know if this is happening to any other dorms?
 - i. Stephanie Klotter responded that many seniors are staying on campus and the adjustment of beds is hard to predict. Ryan had to get rid of study rooms last year.
 - ii. In Zahm, it is not making more people in the rooms, but they are making the common rooms to be a five man. They were designed to be a triple and two singles. Five people fit into the two singles, but now they must use the common room for beds.
 - 1. Nancy suggested talking to Stephanie K. about this.

V. Announcements

- a. Michael M. announced that nominations for student union awards are due at midnight.
- b. Christin P. announced that Carl Ackerman will be speaking this Tuesday. Andre Venter will also be speaking.
- c. Michael Lindt announced that there are 37 days until the regatta. Build your boats!

VI. Adjournment

- a. Without objection, *the 19 MARCH 2014 Senate meeting adjourned at 7:29 p.m.*
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Respectfully submitted,

Alexandria Chloe Wellman
Student Union Secretary

